

Unit Topic: Humanities in Colonial and Revolutionary America

Team Name: Muses of Independence

Lesson Created By: Greg Grey

Teaching American History Lesson Plan: Yankee Doodle

1. Organizing Theme:

The humanities of colonial and revolutionary America provide an insight to the American society of that time.

2. Targeted Standards: (KY Core Content, Program of Studies, Academic Expectations)

AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music. DOK 3

SS-08-5.1.1 Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.

S.S.-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

3. Critical Vocabulary

Parody a musical or literary work that imitates another work

Stanza a division of a poem or song

Meter the measured rhythm typical of a poem or song

Rhyme Scheme the pattern of rhyme in a poem or song

4. Essential Questions

How can music be used to reflect events contemporary to a particular period?

5. The Lesson Hook

What can I learn about the Revolutionary War from “Yankee Doodle?”

6. Strategies and Activities

1. Begin the lesson by asking students to give examples of songs that reflect specific events in American history.
2. The class will then listen to excerpts from some contemporary songs such as Toby Keith's "Angry American." The class will identify the event(s) which sparked the various songs.
3. The teacher will introduce the terms improvisation and parody to the class. The terms will be defined and examples of each will be provided. Students in groups will then brainstorm a list of songs that are parodies.
4. Students will listen to the popular Revolutionary War tune "Yankee Doodle." Students will be provided with the lyrics to read along as the music is being played. Also, some information about the song's history will be included.
5. Students in heterogeneous groups of four to five will create a two stanza parody or improvisation, of four lines per stanza, to the tune of "Yankee Doodle." The tune will be based on a particular event or person from the Revolutionary War. Students will use a fact sheet about the event or person and other resources in creating their stanzas.
6. Students will produce a final copy of the stanzas for the teacher and will perform the stanzas for the class.

7. Continuous Assessment (rubrics attached)

Distinguished	Proficient	Apprentice	Novice
Your team has created two stanzas of four lines each for the song "Yankee Doodle." The song contains at least four references to the Revolutionary War event or person assigned to your group. The stanzas have a rhyme scheme and meter in keeping with "Yankee Doodle." Your team performs your stanzas to the song in front of class with no difficulty.	Your team has created two stanzas of four lines each for the song "Yankee Doodle." The song contains at least three references to the Revolutionary War event or person assigned to your group. The stanzas have a rhyme scheme and meter in keeping with "Yankee Doodle." Your team performs your stanzas to the song in front of class with little difficulty.	Your team has created two stanzas of four lines each for the song "Yankee Doodle." The song contains at least two references to the Revolutionary War event or person assigned to your group. The stanzas lack a rhyme scheme and meter in keeping with "Yankee Doodle". Your team performs your stanzas to the song in front of class with difficulty or lack of participation.	Your team attempted to create two stanzas of four lines each for the song "Yankee Doodle." The song contains only one reference to the Revolutionary War event or person assigned to your group. The stanzas lack a rhyme scheme and meter in keeping with "Yankee Doodle." Your team fails to perform your stanzas to the song in front of class.

8. Resources

1. Students will be given a copy of “Yankee Doodle” lyrics.
2. Each group will be provided with a fact sheet that will have general information about their topic.
3. Students will use the current textbook as a resource.
4. Students will be given time in the library (media center) to research print and internet sources.
5. www.englishcountrydancing.org/washingtonsmusic.html
6. Hendrickson, Charles Cyril. Colonial Social Dancing for Children. Sandy Hook, CT: Hendrickson Group.

Yankee Doodle Becomes an American Song

The battles of Lexington and Concord resulted in at least one important capture by the Colonial troops, for it was at this time that *Yankee Doodle* became an American song. Since the days of the French-Indian War the song had been used by the British to make fun of the colonials, "in their ragged regimentals". The term "Yankee" was indeed an insulting epithet when Captain Preston hurled it at the crowd during the Boston Massacre. One of the favorite pastimes of the British troops had been to gather in front of the New England churches and sing *Yankee Doodle* while the church-goers were singing their Psalms. Then, in 1775, when Lord Percy led the reinforcements out of Boston on the 18th of April, bound for Lexington to help those who had gone before them to capture John Hancock and Samuel Adams, they kept step to the strains of *Yankee Doodle*. When the British retreated from Lexington and Concord, affairs were in a complete turn-about, for the Yankees appropriated the song for themselves, and sang it back at the British as they fled. Since then it has been an American song.

It is difficult to determine what words to *Yankee Doodle* may have been sung on various occasions, for there are so many different sets of verses. The stanza that is best known today:

Yankee Doodle came to town
Riding on a pony
Stuck a feather in his cap
And called it macaroni

may have originated as early as 1764, for the word macaroni probably refers to the fop or dandy who was a member of an affected class of Englishmen about 1760.

Possibly the British marched to Lexington singing the following words, for they refer to their specific errand:

Yankee Doodle. came to town
For to buy a firelock:
We will tar and feather him
And so we will John Hancock.

Washington's arrival at the Provincial Camp near Cambridge, July 2, 1775, may account for a reference in one of the most widely current sets of Yankee Doodle verses. O. G. Sonneck believed that the famous "*Father and I Went Down to Camp*" words were composed by

a Harvard student, Edward Bangs, at the camp either in 1775 or 1776:

Father and I went down to camp,
Along with Captin [sic] Gooding:
There we see the men and boys
As thick as hasty-pudding.

Chorus

Yankee Doodle keep it up,
Yankee Doodle dandy;
Mind the music and the step,
And with the girls be handy.

And there we see a swamping gun,
Large as a log of maple,
Upon a duced little cart,
A load for father's cattle.

And every time they shoot it off,
It takes a horn of powder,
It makes a noise like father's gun,
Only a nation louder.

And there was Captain Washington,
And gentlefolks about him;
They say he's grown so tarnal proud,
He will not ride without 'em.

He got him on his meeting clothes,
Upon a slapping stallion;
He set the world along in rows,
In hundreds and in millions.

There were other verses in similar vein. Many have supposed that because this doggerel derided the Americans, it must have been written by an Englishman, or at least by a British sympathizer. Sonneck took an opposite view: "[The text] is so full of American provincialisms, slang expressions of the time, allusions to American habits, customs, that no Englishman could have penned these verses.... To be a British satire on the unmilitary appearance of provincial American troops . . . the verses would have to be derisively satirical, which they are not. They breathe good-natured humor and they deal not at all with the uncouth appearance of American soldiery,

but with the experience of a Yankee greenhorn in matters military who went down to a military camp and upon his return narrates in his own naïve style the impressions made on him by all the sights of military pomp and circumstance.”

Yankee Doodle became the battle song of the Revolution. It was sung by the troops and played as a march by their bands of fifes and drums. Throughout the war it faithfully lived up to one of the stanzas sung to its strains:

Yankee Doodle is the tune,
That we all delight in;
It suits for feasts, it suits for fun,
And just as well for fightin'.

Bunker Hill Fact Sheet

Location: The battle occurred across the Charles River from Boston actually on Breed’s Hill not Bunker Hill.

Date: June 17, 1775

Key Figures:

American:

Dr. Joseph Warren, a leading Boston physician and a key figure in the rebellion movement, was elected a major general of the Massachusetts militia. He was killed during the British attack.

William Prescott was in command of Americans, most Massachusetts minutemen at the Battle. Recognizing that his troops were low on gunpowder, he supposedly gave the order, “Don’t fire until you see the whites of their eyes.”

Salem Poor was numbered among the several African Americans that took part in the battle.

British:

Thomas Gage was the commanding British general of all troops in the Boston vicinity, at the time of the battle.

William Howe led the actual British attack on Bunker Hill.

Results: The British were able to cross the Charles River under the protection of artillery without much resistance. The British troops were stopped by heavy fire from colonial troops that were somewhat entrenched and barricaded. The colonial held their position through two assaults, but were forced to retreat after a third advance. Casualties numbered more than 1,000 British and 450 American soldiers. The battle showed the determination of each side.

SARATOGA FACT SHEET

Location: The Battle of Saratoga includes two small battles (Battle of Freeman's Farm and Battle of Bemis Heights). The battles took place in Saratoga County, New York, on the west side of the Hudson.

Date: September 19, 1777 and October 7, 1777
October 17, 1777 date of surrender

Key Figures:**American:**

Horatio Gates was the overall commander of American forces. He was in command of both regular and militia troops.

Benedict Arnold led troops in both of the two battles at Saratoga. Arnold may have saved the day at the second battle at Bemis Heights. He ordered Morgan's sharpshooters to concentrate their fire on British officers and this resulted in the death of British General Simon Fraser. Later in the day, Arnold led a counter-attack against another part of the British line. Arnold was wounded during the American charge, which ended any British hope of escape.

British:

John Burgoyne commanded the nearly 6,000 men (including British regular, German mercenaries, Canadians, Tories, and Indians) that surrendered at Saratoga. Burgoyne is often ridiculed as “Gentleman Johnny”, because of the large amount of personal baggage and luxury goods that his supply wagons carried. This slowed his advance considerably.

Results: Burgoyne’s surrender ended the British plan to cut off New England from the other American states. The news that an entire British army had been defeated and captured gave the Americans great credibility. France, in particular, gave its support to the American cause. The French alliance was a direct outgrowth of the victory.

YORKTOWN

FACT SHEET

Location: Yorktown, Virginia, is located on a peninsula between the York River, James River, and Chesapeake Bay.

Date: September 28 – October 17, 1781

Key Figures:

American and French Coalition:

George Washington was the overall commander of the Yorktown campaign and siege. During July and August of 1781, Washington convinced both American and French forces to converge on British forces on Virginia. His arrival at Yorktown was just in time to bottle-up the British.

Marquis de La Fayette was a French noble who had served with Washington since the days at Valley Forge. Washington had sent La Fayette south to engage British forces in the area. La Fayette played a key role in the American victory at Yorktown.

Francois De Grasse commanded a French fleet of twenty-eight ships that defeated the English fleet in the “Battle of the Capes.” The victory gave the Americans control of the Chesapeake Bay. The British naval defeat blocked supplies and reinforcements to the British land forces on the York Peninsula.

British:

Lord Charles Cornwallis had conducted a vigorous military campaign in several southern states before taking up a defensive position at Yorktown. General Clinton had ordered Cornwallis to the area in order to link up with the Royal Navy. Cornwallis and his army were essentially trapped by the American and French forces.

Results: A combined force of American and French troops began a siege of the British forces on September 28, 1781. Allied ground troops and the French fleet shelled the British lines for nearly three weeks. Cornwallis, whose army was running low on food and still awaiting reinforcements, offered to surrender on October 17, 1781. About 7,000 British troops became prisoners of war. According to legend, British forces surrendered their arms to the tune of “The World Turned Upside Down”. The battle effectively ended major campaigns during the war. British Prime Minister Lord North resigned after learning of the defeat. The war would officially end in 1783.

TRENTON

FACT SHEET

Location: Trenton, New Jersey is located across the Delaware River from the 1776 winter encampment of George Washington's army in Pennsylvania.

Date: December 26, 1776

Key Figures:

American:

George Washington planned the attack and commanded the main Continental Army force during the battle.

James Monroe was a young lieutenant who was wounded in the battle.

British/Hessians:

Colonel Johann Rall commanded the nearly 1400 Hessian mercenaries in and around the city.

Results: Washington had received word from a spy, John Honeyman, that the Hessians were not expecting an attack. Washington prepared his troops for a crossing of the Delaware River in a driving snow storm. Troops started the crossing at 11:00 p.m. on Christmas Day, but weather delayed their crossing to the east bank of the Delaware until 3:00 a.m. on December 26. Washington's force of about 2,400 men attacked in two columns. Another division never made it across the river because of the severe weather. The fighting actually lasted about one hour. Rall and the other three Hessian colonels were killed in the battle. The Hessians suffered 114 casualties with 913 captured. This battle gave the Continental Congress a new confidence in the American forces. Also, the victory increased re-enlistments in the Continental Army forces.

JOHN PAUL JONES

FACT SHEET

John Paul Jones was America's first well known naval hero in the American Revolutionary War. He was born "John Paul" on the southern coast of Scotland and became known as John Paul Jones after arriving at his brother's home in Fredericksburg, Virginia.

Jones volunteered for service in the Continental navy some time in early 1775. With help from influential friends, including Richard Henry Lee, Jones became the first man to be assigned the rank of 1st Lieutenant of the Continental Navy. Jones first saw service aboard the *Alfred*. The *Providence* became the first American naval warship under Jones' command. Jones assumed command of the *Ranger* on June 14, 1777, the same day the new Stars and Stripes flag was adopted. Jones would lead the *Ranger* and her crew to victory over the British ship the *HMS Drake*. The capture of the *Drake* was one of the American Navy's few significant victories during the Revolution.

Jones greatest victory came aboard the USS *Bonhomme Richard*, a rebuilt merchant ship. On September 23, 1779, a five ship American squadron, including the *Bonhomme Richard*, engaged a British merchant convoy protected by the British warships *Serapis* and *Countess of Scarborough*. The *Bonhomme Richard* suffered severe damage during the sea battle. With the *Bonhomme Richard* burning and sinking, the British commander asked if Jones had struck her colors or made her ready for surrender. Jones replied, **"I have not yet begun to fight."** He then rammed the *Serapis* and tied up to her. His marksmen in the rigging fired upon the *Serapis* deck crew. Soon a boarding party was able to cross and capture the British ship. This battle secured Jones reputation as the greatest American naval officer of the Revolution.

FRANCIS MARION

FACT SHEET

Francis Marion was a lieutenant colonel in the Continental Army and later a Brigadier General in the South Carolina Militia during the American Revolutionary War. Marion came to prominence after the fall of Charleston, South Carolina to the British on May 12, 1780.

Marion began using a group of irregular militiamen to disrupt enemy communications, capture supplies, and free prisoners. Unlike the Continental troops, Marion's Men, as they were known, served without pay, supplied their own horses, weapons, and often their food. Marion rarely committed his men to frontal attack, but repeatedly surprised larger bodies of Loyalists or British regulars with quick surprise attacks and equally quick withdrawals from the field. The British especially hated Marion, but his superior intelligence gathering abilities made him extremely difficult to catch. The British sent Colonel Banastre Tarleton to capture Marion. Tarleton despaired of finding the "**old swamp fox**", who eluded him by traveling along swamp paths. The people of South Carolina saw sharp contrast in the methods of Tarleton and Marion. Tarleton was hated because he burned and destroyed homes and supplies, whereas Marion's Men, when they requisitioned supplies gave the owners receipts for them.

Marion or the Swamp Fox is considered one of the fathers of modern guerilla warfare. He is credited as a founding father of the United States Army Rangers.